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Director of Training

5 July 1960

Chief Instructor, Instructional Techniques Course

Final Course Report, Instructional Techniques Course No. 46

Document No. 30
NO CHANGE in Class. ☐
☐ DECLASSIFIED
Class. CHANGED TO: TS S (C)
DDA Memo, 4 Apr 77
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Date: 060278 By: 085

I. Characteristics of this Course.

The student body was composed of five contract and one staff employee of LAS whose primary responsibility is instruction in various languages offered by the Office of Training.

II. Administrative Factors.

A. Dates: 28 - 30 June 1960 (18 hours)

B. Location: 2925 Quarters Eye, LAS

C. Number of Students: Six from LAS

D. Grade Level: One, GS-14; Five, contract

E. Educational Level: Four students claimed Bachelor Degrees, one claimed two Master's Degrees, one claimed Ph.D. degree.

F. Assignments: All students are required to perform instruction as a part of their assigned duties.

III. Academic Factors (Refer to attached Course Outline)

A. Objectives

1. To develop an acquaintance with the learning process.

2. To familiarize the student as to how the principles of learning are applied to instruction and offer practical teaching experience in applying them.

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B. Determination of Course Content

1. Objectives and course outline were determined in previous meetings with Deputy Chief for Language Training with respect to job-related tasks required of his instructors.

2. Course outline was designed specifically to meet these determined objectives.

3. To meet specific needs of this group of students, the present course was tailor-made in two ways: (1) by selection and emphasis of instructional methods covered and (2) by student application to content they would be teaching.

4. Underlying philosophy was one of directed discussions and guided student activities consistent with objectives of course.

5. During the progress of this ITC it became apparent that some of the unique problems inherent in language instruction could not have been fully determined in advance. Consequently plans are under way to modify and refurbish subsequent ITC's for language instructors.

C. Methods of Instruction

1. In every aspect of training, the students were responsible for directly participating in the classroom activities or were responsible for critiquing or evaluating indirectly the classroom activities of other students.

2. The methods of instruction comprised the following: study periods; instructor-directed class discussion periods (covering items not included directly in handouts and stressing certain key points included in handouts); presentation by each student of a talk; a drill session; student oral and written evaluation of other class member presentations, with a summary evaluation by the instructor; training film.

3. A time analysis of the ITC curriculum indicates the following approximate division:

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Administrative	2%
Student study periods	10%
Directed class discussions	50%
Student presentations and class critiques	36%
Film and class discussions	2%
	100%

4. For each major topic the sequence of instruction was designed to provide for student application immediately after class discussion of the topic; e.g.:

a. Study period to read handout on speech techniques and make final preparation for individual classroom presentation of a talk.

b. Class discussion on speech techniques.

c. Presentation by each student of a 5-minute talk in the subject area in which the student is teaching.

d. Instructor and class evaluation of each student performance, using written critique guide.

D. Student Performance and Methods of Evaluation

1. Insofar as possible, the principles of learning and teaching were applied to the evaluation methods.

2. Each class session was conducted primarily on a discussion basis involving an extensive use of oral questioning by the instructor, and contributed to by the students. Such questioning served also as an evaluative device, primarily for the benefit of the student to ascertain his grasp of the subject matter under discussion.

3. In conducting each practical exercise, the principle of immediate feedback was applied to maximize learning. Immediately following each individual presentation, a student would be orally critiqued by class members and the instructor. Written critique forms were used to guide these critique discussions. At the close of the oral critique the completed forms were turned over to the student so he could review the ratings and specific comments made by the other class members and the instructor.

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4. Upon the basis of these critiques and class participation, the determination was made that each student satisfactorily completed the course.

5. The final evaluation report to the supervisor and the student, as well as for personnel record purposes, is in the form of a narrative report specifying course objectives and material covered, with a brief statement added, where applicable, noting strengths and weaknesses of each student. (Copy of final evaluation report attached.)

IV. Recommendations

This was a difficult course to present because of the language problem. Obviously, English was the common language but difficulty was encountered in having the students present sample drill sessions in English which were representative of their classroom drill sessions in their native language. Further work is planned with the Deputy Chief for Language Training to surmount this problem. This situation made quite real the problems faced by an English speaking person in working with or training a foreign speaking person. As an indirect recommendation, it is planned that one, or both of the ITC instructors, will return subsequently to LAS to observe these several students in their actual teaching situations and to consult with them relative to any problems they may have as well as to elicit from them any suggestions which may be incorporated in future ITC's to make the courses more effective.

V. Miscellaneous

As a result of this work with LAS and the instructor personnel, it has been brought more keenly to our attention that OTR might do well to consider the feasibility of training instructors and case officers in the use of interpreters as a part of the training process. A current activity in PPS is the collection of material in this subject area with the objective of producing some sort of training manual to assist personnel facing this problem. DTR will recall that this is an item on [redacted] planned agenda during the latter's projected duty in OTR. 25X1A9a

[redacted] - WJ 25X1A9a

Attachments:
As stated above

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